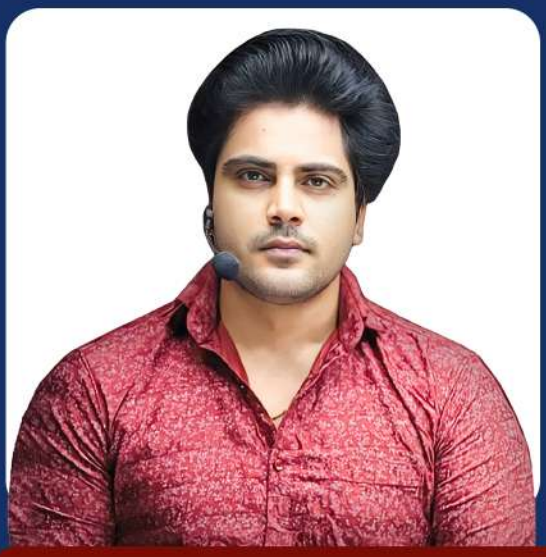
UPTET (SUPERTET) BEST NOTES

Visit Our
YouTube Channel

Download Our App

SACHIN CHOUDHARY



SACHIN CHOUDHARY

About the Author

In the realm of Education, there are rare individuals who not only impart knowledge but also ignite a flame of Ambition and Empowerment within their students. Sachin Choudhary sir stands tall among these luminaries, a Renowned and Experienced teacher.

He has qualified many Government Exams. Not only has he been a part of many government teaching training programs but also a guiding light for his students. Many of his students have cracked numerous Government Exams. A lot of his students are currently working in different Government Departments. As teaching is his passion, his aim has always been to provide quality education with the best content. He believes in hard work and honesty.

SACHIN ACADEMY

अंग्रेजी

ENGLISH

UPTET & SUPERTET BEST NOTES PAPER1 & 2 ENGLISH BY SACHIN ACADEMY

LANGUAGE ENGLISH

SENTENCE

A group of words which make complete sense is called a **Sentence**.

शब्दों का वह समूह जो पूर्ण अर्थ प्रकट करता है, उसे वाक्य कहते हैं।

Sentence Classification

वाक्य को सामान्यतः दो स्तरों पर बाँटा जाता है :

1. Structure के आधार पर

Simple and complex sentences

Simple sentences contain one clause:

- EX: The girl is learning how to drive

Complex sentences contain more than one clause.

- EX: The girl who is learning how to drive is still twelve years old.

2. Function (कार्य) के आधार पर

वाक्यों को 5 प्रकार से विभाजित किया जाता है :

Types Of Sentences

1. Assertive / Declarative sentence (साधारण वाक्य)
2. Interrogative sentence (प्रश्नवाचक वाक्य)
3. Imperative sentence (आदेशसूचक / आज्ञासूचक / प्रार्थनात्मक वाक्य)
4. Exclamatory sentence (विस्मयसूचक / भावसूचक वाक्य)
5. Optative sentence (इच्छासूचक वाक्य)

1. Assertive sentence :- सामान्य रूप से जो कथन किया जाता हैं या जिनसे किसी सूचना या घटना का ज्ञान होता है उन्हें Assertive sentence कहते है। इन sentence के अंत में full stop (.) लगाते है।

Example:

- Ram reads a book.
- She goes to school.

Assertive / Declarative sentence sentence दो प्रकार के होते हैं :

(A) Affirmative Sentences :- ऐसे वाक्य जिनसे सकारात्मक सूचना प्राप्त होती है उन्हें Affirmative या Positive Sentences कहते हैं; जैसे:

(i) The earth moves round the sun.

(ii) You are writing a letter.

(B) Negative Sentences :- जिन वाक्यों में नकारात्मक सूचना मिलती है, उन्हें Negative Sentences कहते हैं; जैसे:

(i) She does not play here.

(ii) they do not go to school.

2. Interrogative sentence :- इन वाक्यों में प्रश्न पूछे जाते है। इस प्रकार के प्रश्नों में वाक्य के अंत में (Sign of Interrogation) (?) लगाया जाता है

Example:

- What is your name?
- Where do you live?
- Have you done your work?

Helping Verb से प्रारंभ होने वाले प्रश्नवाचक वाक्य; जैसे:

- Are you playing here?
- Does he sing a song?
- Do you come here daily?

3. Imperative sentence :- जिन वाक्यों से आज्ञा, निवेदन, आदेश तथा परामर्श का बोध होता है। उन्हें Imperative sentence कहते हैं वाक्य के अंत में (.) लगाते हैं।

Example:

- Do not beat the child.
- Always speak the truth.
- Please, give me a cup of tea.

4. Exclamatory sentence :- वह वाक्य जिससे मानसिक भावनाओं जैसे दुख, सुख, आश्चर्य, संदेह, घृणा, प्रशंसा, आशा आदि का भाव निकलता है; उसे exclamatory sentence कहते हैं। इन वाक्यों के अंत में (!) चिन्ह लगाते हैं।

Example:

- How beautiful is the rain!
- What an idea!
- How hot the day is!

5. Optative sentence :- जिन वाक्यों से इच्छा, शुभकामना, प्रार्थना या आशीर्वाद प्रकट हो उन्हें Optative Sentences कहते हैं। इन वाक्यों के अंत में विस्मयसूचक चिन्ह (!) का प्रयोग किया जाता है

Examples:

- May you live long !
- May God bless you!
- May God save our country!

प्रकार (Type)	नाम (Hindi)	चिन्ह (Punctuation)	विशेषता (Key Idea)	उदाहरण (Example)
1. Assertive / Declarative	साधारण वाक्य	(.)	कथन / सूचना	Ram reads a book.

2. Interrogative	**प्रश्नवाचक वाक्य**	(?)	**प्रश्न पूछना**	What is your name?
3. Imperative	**आदेशसूचक / आज्ञासूचक**	(.)	**आदेश, निवेदन, परामर्श**	Please give me tea.
4. Exclamatory	**विस्मयसूचक वाक्य**	(!)	**भावनाएँ व्यक्त करना**	How beautiful is the rain!
5. Optative	**इच्छासूचक वाक्य**	(!)	**शुभकामना / प्रार्थना**	May you live long!

SACHIN ACADEMY

Parts of Speech

Sentence में प्रयुक्त शब्द उनके कार्य (Function) के आधार पर आठ प्रकार के होते हैं। उनमें से सबसे पहला है Noun (संज्ञा)।

Noun (संज्ञा)

किसी व्यक्ति (Person), वस्तु (Thing), स्थान (Place), गुण (Quality), कार्य (Action) या अवस्था (State) को प्रकट करने वाले शब्द को Noun कहते हैं।

Noun की पहचान (Rules to Identify Noun)

नियम 1

क्रिया में कौन, किसने, क्या या किसको लगाने पर मिलने वाला उत्तर सामान्यत: Noun होता है।

Example: Roshan writes a letter.

Roshan तथा letter Noun हैं।

नियम 2

वाक्य का हिन्दी में अनुवाद करने पर, जो शब्द Subject या Object का कार्य करता है, वह Noun होता है।

Example: Riya, my sister, plays cricket.

रिया, बहन, क्रिकेट = तीनों Noun हैं।

Types of Noun (संज्ञा के प्रकार)

प्रकार (Type)	नाम (Hindi)	परिभाषा (Definition)	उदाहरण (Example)
Proper Noun	व्यक्तिवाचक संज्ञा	किसी विशेष व्यक्ति, स्थान, देश या वस्तु का नाम	Ram is an honest boy.
Common Noun	जातिवाचक संज्ञा	किसी वर्ग अथवा जाति के प्रत्येक व्यक्ति या वस्तु का नाम	Boys play in the field.
Collective Noun	समूहवाचक संज्ञा	किसी समूह या संग्रह का बोध कराने वाला शब्द	Our team won the match.
Material Noun	पदार्थवाचक संज्ञा	उस पदार्थ का नाम जिससे अन्य वस्तुएँ बनती हैं	The ring is made of gold.

Abstract Noun	भाववाचक संज्ञा	गुण, क्रिया, दशा या भाव का नाम	Laughter is the best medicine.

Examples at a Glance

- **Proper Noun:** India, Sita, Delhi
- **Common Noun:** Girl, Book, River
- **Collective Noun:** Army, Team, Class
- **Material Noun:** Iron, Wood, Water
- **Abstract Noun:** Honesty, Beauty, Childhood

Pronoun (सर्वनाम)

- **Pronoun वह शब्द है जो किसी Noun (संज्ञा) के स्थान पर प्रयुक्त होता है।**

  उदाहरण: *Mohan is a good boy. He comes to me.*

यहाँ He सर्वनाम है क्योंकि यह Mohan (संज्ञा) का स्थान ले रहा है।

Types of Pronoun (सर्वनाम के प्रकार)

प्रकार (Type)	नाम (Hindi)	परिभाषा (Definition)	उदाहरण (Example)
1. Personal Pronoun	व्यक्तिवाचक सर्वनाम	जो किसी व्यक्ति के नाम के स्थान पर आएं	Mohan is a good boy. He comes to me.
2. Reflexive Pronoun	निजवाचक सर्वनाम	जब कार्य का प्रभाव स्वयं कर्ता पर पड़े	I cut myself.

3. Emphasizing Pronoun	दृढ़तावाचक सर्वनाम	कथन में कर्ता या विधेय पर जोर देने वाले सर्वनाम	The Queen herself attended the party.
4. Relative Pronoun	सम्बन्धवाचक सर्वनाम	जो दो वाक्यों को जोड़ें और उनका antecedent हो	Robert is a king who rules the seven kingdoms.
5. Interrogative Pronoun	प्रश्नवाचक सर्वनाम	प्रश्न पूछने का कार्य करने वाले सर्वनाम	What do you want?
6. Demonstrative Pronoun	संकेतवाचक सर्वनाम	किसी व्यक्ति, वस्तु या पशु की ओर संकेत करने वाले सर्वनाम	Those are my books. This is Monu.
7. Indefinite Pronoun	अनिश्चयवाचक सर्वनाम	अनिश्चित व्यक्ति, वस्तु या पशु के बारे में बताने वाले सर्वनाम	Nobody was taking tea.
8. Distributive Pronoun	वितरणात्मक सर्वनाम	जब सर्वनाम प्रत्येक व्यक्ति या वस्तु को अलग-अलग सूचित करे	Any of these five boys can go.

Examples at a Glance

- **Personal Pronoun:** I, we, you, he, she, they
- **Reflexive Pronoun:** myself, yourself, himself, herself, ourselves
- **Emphasizing Pronoun:** herself, himself (for emphasis)
- **Relative Pronoun:** who, whom, whose, which, that
- **Interrogative Pronoun:** who, what, which, whom
- **Demonstrative Pronoun:** this, that, these, those
- **Indefinite Pronoun:** somebody, anybody, nobody, everyone
- **Distributive Pronoun:** each, either, neither, any, none

Adverb (क्रिया विशेषण)

जो शब्द किसी Verb, Adjective, दूसरे Adverb या पूरे वाक्य की विशेषता प्रकट करता है, उसे Adverb कहते हैं।

Examples

She speaks English fluently.

He reads slowly.

यहाँ fluently और slowly Adverb हैं।

Kinds of Adverbs (मुख्य प्रकार)

1. **Simple Adverbs (साधारण क्रिया विशेषण)**
   एक शब्द से बने Adverbs, जो Verb, Adjective या दूसरे Adverb की विशेषता बताते हैं।
   Examples: yesterday, below, always, fast, everywhere

2. **Interrogative Adverbs (प्रश्नवाचक क्रिया विशेषण)**
   प्रश्न पूछने के लिए प्रयुक्त Adverbs।
   Examples: when, where, why, how many, how far

3. **Relative Adverbs (सम्बन्धवाचक क्रिया विशेषण)**
   जो दो वाक्यों को जोड़ते हैं और antecedent से सम्बन्ध दिखाते हैं।
   Example: I remember the house where I was born.

Classification of Adverbs

प्रकार (Type)	परिभाषा (Definition)	Examples (Simple)	Examples (Interrogative / Relative)

Adverbs of Time (कालवाचक)	**समय का बोध कराते हैं**	today, yesterday, already, early	when, how long
Adverbs of Place (स्थानवाचक)	**स्थान का बोध कराते हैं**	here, there, in, out, everywhere	where, from where
Adverbs of Number/Frequency (संख्या/आवृत्ति)	**बार-बार होने की क्रिया दर्शाते हैं**	once, twice, always, seldom, rarely	how many times, how often
Adverbs of Quantity/Degree (परिमाण/अधिकता)	**मात्रा या स्तर दर्शाते हैं**	very, much, enough, completely, partially	how much, how far, to what extent
Adverbs of Manner (रीति/ढंग)	**कार्य की विधि बताते हैं**	carefully, beautifully, clearly, seriously	in what way
Adverbs of Reason (कारणवाचक)	**कारण दर्शाते हैं**	consequently, hence, therefore	why, wherefore
Adverbs of Affirmation/Negation (समर्थन/निषेध)	**स्वीकृति या निषेध बताते हैं**	yes, no, surely, not, indeed	—

Examples at a Glance

- Adverbs of Time: yesterday, already, lately
- Adverbs of Place: outside, inside, up, down
- Adverbs of Number: once, twice, seldom, often
- Adverbs of Quantity: very, quite, enough, too
- Adverbs of Manner: carefully, beautifully, slowly
- Adverbs of Reason: therefore, consequently, hence
- Adverbs of Affirmation/Negation: surely, yes, no, not

Adjective (विशेषण)

Noun या Pronoun की विशेषता प्रकट करने वाले शब्दों को **Adjective (विशेषण)** कहते हैं।

Types of Adjective (विशेषण के प्रकार)

1. Adjective of Quality (गुणवाचक विशेषण / Descriptive Adjective)

- जो Noun का गुण, दोष या रूप-रंग प्रकट करे।

  Example: He is a nice guy. (nice गुण है)

2. Proper Adjective (व्यक्तिवाचक विशेषण)

- जो Proper Noun से बने।

  Example: Robin is an Indian player.

3. Adjective of Quantity (परिमाणवाचक विशेषण)

- जिससे वस्तु की मात्रा का बोध हो।

  Example: He has enough money to start a business.

4. Adjective of Number (संख्यावाचक विशेषण)

- जिससे संख्या का बोध हो।

  प्रकार:

  (i) Definite – जो निश्चित संख्या बताएं।

  Example: Ten girls, fourth row, single desk.

  (ii) Indefinite – जो अनिश्चित संख्या बताएं।

  Example: All toys, few buses, several people.

5. Demonstrative Adjective (संकेतवाचक विशेषण)

- ❖ **जो अपने बाद आने वाले Noun की ओर संकेत करे।**
  Example: This frock, that church, these men, those desks.

नोट:

- ➢ **यदि** *this, that, these, those* के बाद Noun हो → Demonstrative Adjective.
- ➢ यदि Verb हो → Demonstrative Pronoun.

Examples:

- ➢ That pen is black. → Demonstrative Adjective
- ➢ That is black pen. → Demonstrative Pronoun

6. Distributive Adjective (विभागसूचक विशेषण)

- ❖ **जो किसी वर्ग की प्रत्येक वस्तु या व्यक्ति की ओर संकेत करे।**
  Examples: Each day, every child, either frock, neither advice.

नोट:

- ➢ **यदि** *each, every, either, neither* के बाद Noun हो → Distributive Adjective.
- ➢ अन्यथा → Distributive Pronoun.

Examples:

- ➢ Every girl was happy. → Distributive Adjective
- ➢ Everyone of the girls was happy. → Distributive Pronoun

7. Interrogative Adjective (प्रश्नवाचक विशेषण)

❖ जो प्रश्न पूछने का कार्य करे।
Example: What time is it?

8. Possessive Adjective (संबंधवाचक विशेषण)

❖ जो व्यक्ति अथवा वस्तु से संबंध बताए।
Examples: My uncle, her husband

Verb (क्रिया)

जिस शब्द से क्रिया के होने का बोध हो, उसे **Verb (क्रिया)** कहते हैं।

Verb के भेद (Kinds of Verb)

1. Principal Verb (मुख्य क्रिया)

➢ यह वाक्य में Subject के साथ मिलकर स्वयं और वाक्य का अर्थ स्पष्ट करती है।
Examples: He plays, I read

Principal Verb के दो भेद -

A. Transitive Verb (सकर्मक क्रिया)

❖ जब क्रिया का फल कर्ता से आरम्भ होकर किसी अन्य Noun या Pronoun पर समाप्त हो।
Example: He reads a book.

B. Intransitive Verb (अकर्मक क्रिया)

❖ जब क्रिया का फल कर्ता से आरम्भ होकर उसी पर समाप्त हो।
Example: He smiles.

2. Auxiliary Verb (सहायक क्रिया)

- ➢ यह वाक्य में Subject और Principal Verb (या Noun / Adjective) के साथ मिलकर वाक्य का अर्थ स्पष्ट करती है।

- ➢ इन्हें Helping Verbs भी कहते हैं।

Examples:

- ➢ He is reading.
- ➢ She has gone.
- ➢ They are happy.

Preposition (संबंधसूचक अव्यय)

Preposition वह शब्द है जो किसी Noun या Pronoun से पहले प्रयोग होकर, उसका संबंध वाक्य के किसी अन्य शब्द (Noun, Pronoun, Verb आदि) से प्रकट करता है।

Example:

- Manoj is sitting **on** the mat.
- The book is **in** the bag.

Prepositions के प्रकार (Kinds of Prepositions)

प्रकार	विवरण	उदाहरण
1. Simple Prepositions	**छोटे और साधारण शब्द जो संबंध दर्शाते हैं।**	in, on, at, to, from, with, by
2. Compound Prepositions	**दो शब्द मिलकर बने Prepositions।**	about, across, among, between, beside, before

3. Phrase Prepositions	**एक से अधिक शब्दों का समूह जो Preposition का कार्य करता है।**	according to, in spite of, on account of, in front of, in order to, for the sake of, due to

CONJUNCTION

जो शब्द अथवा शब्द समूह दो words, दो phrases अथवा दो clauses को जोड़ने का कार्य करें, उसे Conjunction (linking device) कहते हैं।

Types of Conjunctions

(1) Co-ordinating Conjunctions -

यह Equal rank के दो clauses को जोड़ने का काम करते हैं।

जैसे - He completed his work as well as cooked dinner for us.

Kinds of co-ordinating conjunctions

(a) Cumulative Conjunctions -

- **ये एक Statement को दूसरी Statement से जोड़ने के लिए कार्य करते है।**
- **जैसे He went to Delhi and saw the Red fort.**

(b) Adversative Conjunctions -

- **ये दो विरोधी भाव रखने वाली statement को जोड़ता है।**
- **जैसे He is rich but still he is unhappy.**

(c) Alternative conjunction -

- **ये दो चीजों के बीच choice व्यक्त करते है।**
- **जैसे - You can have coffee or tea.**

(d) Illative conjunctions -

- **ये परिणाम (Inference) व्यक्त करते है।**

- जैसे- He works hard so he will win.

(2) Subordinating Conjunction

- Subordinating conjunction दो ऐसे clauses को जोड़ता है। जिनका अर्थ एक दूसरे से जुड़ा हुआ होता है।
- जैसे- I trust him because he is a trustworthy person

Subordinating Conjunction को निम्नलिखित वर्गों में बाँटा जा सकता है

- **Time (समय)**

  as, as soon as, when, while, since, as long as, before, after, till, until समय व्यक्त करने वाले conjunctions हैं।

  जैसे - He flinched as he came to know the truth.

- **Cause/Reason (कारण)**

  Because, since, as कारण व्यक्त करने वाले conjunctions है।

  जैसे - i. He has been like this since his mother died.

  ii. He thought you were dead because we found your death certificate.

- **Result (परिणाम)**

  So.. that; such... that परिणाम व्यक्त करने वाले conjunctions है।

  जैसे- We have to come up with a plan so that we can get this job done.

- **Condition**

  If, unless शर्त व्यक्त करने वाले conjunctions है।

  जैसे - If you want him to do this, ask him to.

- **Concession (रियायत)**

Though, although रियायत को व्यक्त करने वाले conjunctions है।

जैसे -Though he is rich, he is humble.

- **Comparison (तुलना)**

  Then, as तुलना करने वाले conjunctions है ।

  जैसे - He is smarter than this rest of his class together

- **Place (स्थान)**

  Where, wherever स्थान व्यक्त करने वाले conjunctions है।

  जैसे -I know where you will find him.

Uses of Some Important Conjunctions

- **Either - or / Neither nor**
  - Either के साथ हमेशा or तथा Neither के साथ nor का प्रयोग किया जाता है।
  - Note- verb का प्रयोग बाद में आने वाले Subject (Noun या Pronoun) के जाता है।
  - **Example**: Neither Riya nor her sisters have completed the work.
- **Not either - or**
  - Not either के साथ or का प्रयोग किया जाता है, nor का नहीं ।
  - **Example**: Your phone is not either beautiful or useful.
- **Both - and**
  - Both के साथ and का प्रयोग किया जाता है तथा verb हमेशा plural प्रयोग होता है।
  - **Example**: Both Rahul and Nitin have come.
- **Scarcely / Hardly when / before**
  - Scarcely तथा Hardly के साथ when अथवा before का प्रयोग किया जाता है, जिसका अर्थ होता है 'मुश्किल से .....कि '
  - Note-जब Past Time reference हो, तो Scarcely/Hardly से जुड़े पहले clause को past perfect तथा दूसरे clause जो when / before से शुरू होता है, को Simple Past Tense में रखा जाता है।
  - **Example**: Hardly had I left the class when (before) the children made a noise.

- **When / while**
  - सामान्यत: जब एक कार्य के समाप्त होने के बाद दूसरा कार्य होता है, तो when का प्रयोग किया जाता है तथा जब दोनों कार्य साथ-साथ हो रहे हों या जारी हों, तो while का प्रयोग किया जाता है।
  - **Example**: When the child saw its parents, it became happy.

INTERJECTION

मन की भावनाओं को व्यक्त करने के लिए Interjection का प्रयोग किया जाता है।

प्रमुख Interjections का प्रयोग निम्न प्रकार है-

- Joy (हर्ष) - Ha! What a beautiful picture!
- Sorrow (अफसोस) – Alas! The dog is dead.
- Surprise (आश्चर्य) – What a beauty!
- Calling (बुला) - Hello! listen to me.
- Attention (ध्यान) - Hush! The baby is asleep.
- Approval (प्रयास) - Bravo ! You have played well.
- Contempt (निंदा) - Fie! She is not fit for you.

TENSES

कार्य के समय के मुताबिक Verb के रूप में जो परिवर्तन होता है, उसे Tense कहते हैं।

Kinds of Tense

Present Tense (वर्तमान काल)

किसी कार्य के वर्तमान समय में होने या करने, हो रहा है, हो चुका है या हो गया है तथा एक लंबे समय से होता रहा है, का बोध हो तो उसे Present Tense कहते हैं।

Present Tense के चार उपभेद होते हैं।

- **Simple Present Tenses (सामान्य वर्तमान काल)**
  - इसमें हम verb के साथ "s" लगाते हैं।
  - EXAMPLE : The enter the school at 7:00am sharp.

- **Present Imperfect / Continuous / Progressive Tense (अपूर्ण वर्तमान काल / तात्कालिक वर्तमान काल) -**
  - **इसमें हम verb के साथ "ing" लगाते हैं तथा उससे पहले " islam/are" लगाते हैं।**
  - EXAMPLE: I am cooking food for us.
  - They are playing football.
- **Present Perfect Tense (पूर्ण वर्तमान काल) -**
  - **इसमें हम "verb" को उसकी 3rd form में इस्तेमाल करते हैं तथा उससे पहले "has/have" का प्रयोग करते हैं।**
  - **EXAMPLE**: Sachin has broken many records.
  - Many doctors had come to that conclusion.
- **Present Perfect Continuous Tense (पूर्णापूर्ण वर्तमान काल / पूर्ण तात्कालिक वर्तमान काल) :-**
  - **इसमें हम verb का प्रयोग "ing" के साथ करते हैं तथा उससे पहले "has / have been" लगाते हैं।**
  - **EXAMPLE**: He has been doing his homework all night.
  - I have been busy with my work lately.

2. Past Tense (भूतकाल)

किसी कार्य के बीते हुए समय में होने या करने, हो रहा था, हो चुका था या हो गया था तथा एक लंबे समय से होता रहा था का बोध हो, तो उसे Past Tense कहते हैं।

इसके के चार प्रकार हैं

- **Simple past tense**
  - **इसमें हम verb के साथ "ed" लगाकर इस्तेमाल करते हैं।**
  - EXAMPLE: Last year, I traveled to Japan.
- **Past perfect**
  - **इसमें हम verb का उसकी 3rd form में इस्तेमाल करते हैं तथा उससे पहले "had" लगाते हैं**
  - EXAMPLE: Last We played Polo last...
  - I did my work yesterday.
- **Past continuous tense**
  - **इसमें हम verb के साथ "ing" लगाते हैं तथा उससे पहले "was/were" लिखते हैं।**
  - EXAMPLE : I was planning a trip to Jaipur.

- We were going to have lunch together.

❖ **Past perfect continuous**

- **इसमें हम verb का "ing" लगाकर इस्तेमाल करते हैं तथा उससे पहले "had been" लिखते हैं।**
- EXAMPLE: We had been playing cricket for a while now.
- I had been attending a wedding that night.

3. Future Tense (भविष्यत् काल)

किसी कार्य के आने वाले समय में होने या करने, हो रहा होगा या होता रहेगा, हो चुका होगा या हो गया होगा तथा एक निश्चित समय से होता आ रहा होगा का बोध हो, तो उसे Future Tense कहते हैं।

इसके के चार प्रकार हैं

❖ **Simple future tense**

- **इसमें हम verb से पहले "will/shall" लगाते हैं तथा verb का प्रयोग उसके 1st form में होता है।**
- EXAMPLE: Boys shall play after completing the work
- We will go to the theatre tomorrow.

❖ **Future perfect tense**

- **इसमें हम verb का प्रयोग उसके 3rd form में करते हैं तथा उससे पहले "will/shall have" लगाते हैं।**
- EXAMPLE : By the time, I submitted the project book.
- I will have reached the destination by Monday.

❖ **Future continuous tense**

- **इसमें हम verb के साथ "ing" लगाकर इस्तेमाल करते हैं तथा उससे "will/shall be" पहले लिखते हैं।**
- EXAMPLE: I will be there in a minute.
- We should be driving along the West Coast by noon.

❖ **Future Perfect continuous tense**

- **इसमें हम verb के साथ "ing" लगाते हैं तथा उससे पहले " will/shall have been" लिखते हैं।**
- EXAMPLE: We should have been completing the project by then.
- I should have been eating my lunch till 3 a.m.

ARTICLES

A, An और The को Articles कहा जाता है।

Articles दो प्रकार के होते हैं

- **Indefinite articles** - A, An
- **Definite article's** - The

Indefinite article :- यह किसी व्यक्ति, स्थान या अनिश्चित वस्तु की ओर संकेत करते हैं। A, An

Definite article :- यह किसी निश्चित व्यक्ति, वस्तु या स्थान की ओर संकेत करते हैं।

Use Of A, An

Rule 1:- A' का प्रयोग उस Singular Noun शब्द से पहले किया जाता है जिस शब्द का प्रथम अक्षर Consonant है या प्रथम अक्षर की ध्वनि Consonant के समान है।

Ex - a cat, a chair, a fan, a bat,

Rule 2:- 'An' का प्रयोग उस Singular Noun शब्द से पहले किया जाता है जिस शब्द की प्रथम ध्वनि स्वर हो I या प्रथम अक्षर Vowel हो I English में Vowel है - A, E, I, O, U

- Ex – An Umbrella, An Elephant, An Hour, An Honest man

Rule 3:- Singular Noun से पहले A/An का प्रयोग किया जाता है।

- Ex - A Book

Rule 4:- Singular Countable Noun (जिसे गिना जा सके) से पहले A/An का प्रयोग किया जाता है।

- Ex - A Cooler

Rule 5:- professions (पेशा) से पहले 'A/An' का प्रयोग किया जाता है।

- Ex - An Architecture

Rule 6:- A/An का प्रयोग what & such जैसे शब्दों के बाद exclamatory sentences मे किया जाता है।

- Ex - What a scene.
- Such a big hall.

Rule 7 - किसी विशिष्ट व्यक्ति की उपमा से किसी अन्य की पहचान दी जाये, तो A/An का प्रयोग होता है

- Ex – He is the Ambani of our society.

Rule 8 - किसी जाति / विशेष को व्यक्त करने के लिये, Al An का प्रयोग Singular noun से पहले किया जाता है।

- Ex - She is an Indian.
- A dog is an animal.

Rule 9 - यदि Singular noun से पहले कोई adjective आता है, तो A/An को adjective से पहले लगाते है।

- Ex - She is a beautiful girl.
- He is an honest boy.

Use of 'The '

Rule 1:- इसका प्रयोग किसी निश्चित व्यक्ति, स्थान, वस्तु एवं सभी Singular और Plurals के लिये होता है।

- Natural or Unique things.
- Ex – The Sun, The Earth, The Moon

Rule 2:- नदियों, समुद्रों, महासागरों, पहाड़ों, झीलों, नहरों, जहाजों, मरुस्थलों, आदि के नाम से पहले।

- Ex - The Himalayas, The Ganga., The Arabian sea, The Indian ocean,

Rule 3:- एतिहासिक भवनों, धार्मिक स्थानों, ग्रंथ, अखबार आदि के नाम से पहले।

- Ex – The Taj Mahal, The Golden Temple, The Gita, The Indian Express.

Rule 4 :- पार्टी, एतिहासिक घटनांओ आदि से पहले।

- Ex – The Congress, The battle of Panipat.

Rule 5 :- सुपरलेटिव डिग्री और Evening / morning / afternoon से पहले (लेकिन इनसे पहले last, every या next शब्द ना हो) ।

- Ex – The greatest, The most, In the evening, In the morning

Rule 6:- किसी ख़ास चीज को बताने के लिए और तिथि / तारीख से पहले ।

- Ex - That is the house.
- Today is the 30th of July.

Rule 7:- Proper noun को Plural बनाने के लिये । और उन Singular noun से पहले जो पूरी जाति का बोध कराते हैं।

- Ex - The Sharmas.
- The dog is a faithful animal.

Rule 8 :- बीमारी, भाषा, कंपनियों, बैंक, रंगों के नाम से पहले कोई Article's use नहीं होता है।

Ex -

- Indian Oil Corporation Ltd,
- She died of dengue fever,
- Speak English,
- She likes pink.

Rule 9 :- जब कोई singular Countable Noun किसी Sentence में first time आता है तो उसके पहले A/An लगता है लेकिन जब उसी noun का 2nd time use करते है तो The का प्रयोग होता है।

- Ex - I saw a girl. The girl was beautiful.

Punctuation Mark (विराम चिह्न)

Punctuation is the name of the marks used in writing. They are very essential signs to understand a sentence in the correct way. They represent the expression and feeling in a sentence.

Punctuation marks are divided into nine types:

(1) Full Stop or period (.) (पूर्ण विराम) (।)

- Full stop comes after the end of a sentence.
- Ex-I am going to market.

(2) Comma (,)(अल्प विराम)

- Comma is used between two sentences that contain two similar clauses or a compound sentence.
- Ex - Ram, Neeta, Neha and Rohan are going to the market

(3) Semicolon (;) (अर्ध विराम)

- Semicolon is used when two sentences such as compound and mixed sentences are of opposite nature, this mark shows the importance of special sentences.
- Ex - You should stop eating too much; otherwise weight will increase.

(4) Question Mark (?) (प्रश्नवाचक चिन्ह)

- This punctuation mark is used to define a question.
- Ex - Where are you going?

(5) Exclamation Mark (!) (विस्मयादिबोधक चिन्ह)

- An exclamation mark is used after a strong interjection and after strong imperative sentences which mark certain direct commands.
- Ex - Don't pick that!

(6) Dash (-) (निर्देशक)

- Indicates additional information, with more emphasis than a comma.
- Ex - She is an author - and a very good one too.

(7) Hyphen (-) (योजक)

- Hyphen connects elements of certain words.
- Ex- North - East

(8) Quotation Mark or inverted commas (" ") (' ') (उद्धरण चिन्ह) या अवतरण

- Quotation marks enclose quotations. It marks a direct speech.
- Ex - "07" is my favourite number. (Correct)
- '07' is my favourite number. (Correct)

(9) Colon (:) (अपूर्ण विराम)

- Introduces a second clause that expands or illustrates the meaning of the first.
- Ex - We learned the following at the camp: rock-climbing, canoeing and rafting.

MODAL AUXILRIES

Modals, verb का एक प्रकार है।

इसके दो प्रकार हैं

1. Modal Auxiliaries

- **इसमें can, could, may, might, shall, will, should, would, must और ought to अपनी Negative forms के साथ हैं।**
- **Negative forms के साथ हैं।**

2. Semi Modals

- **जिनमें needn't, daren't और used to सम्मिलित हैं।**

Modals की तीन common characteristics हैं, जो निम्न प्रकार हैं

- **Modals के बाद हमेशा verb का 1st form में प्रयोग होता है।**
- **Sentence का subject singular हो या plural Modal हमेशा एक जैसा ही रहता है।**

- **Modal की infinite form या participle form नहीं होती है इसलिए इन्हें defective verbs भी कहते हैं।**

Modals and their Usages

CAN'T

इसके प्रयोग के नकारात्मक रूप

- I can't do it. (inability)
- I can't read it. (incapability)
- You can't go there. (not allowed)
- Can't we have a normal dinner? (possibility)
- She can't be a doctor. (assumption)
- He fell asleep last night so he couldn't complete the presentation. (negative part deduction)

COULD

- **भूतकाल की योग्यता व क्षमता**

  Example: I could run fast when I was young.

- **वर्तमान या भविष्य की आज्ञा**

  Example: Could I buy a pet?

- **वर्तमान संभावना**

  Example: The house could be locked from inside.

- **आकस्मिक संभावना या योग्यता - अवास्तविक स्थिति में**

  Example: If I could catch a break, I would feel refreshed.

- **विनम्र प्रार्थना**

  Example: Could post these for me, please?

- **घबराहट या बेचैनी - वर्तमान में**

  Example: What have you planned for his birthday?

- **सामान्य आज्ञा-भूतकाल की**

Example: They could throw a party this Sunday.

- **संभावना - यदा-कदा**

  Example: He could be very mean.

- **भूतकाल का अपूर्ण कार्य -**

  Example: He could have bought it for you.

MAY

- **औपचारिक आज्ञा**

  Example: May I ask you for a dance, Sir?

- **संभावना**

  Example: He didn't have a nice day so he might be gloomy.

- **आशीर्वाद**

  Example: May god bless you!

- **संभावना**

  Example: If you work hard, you may succeed.

MIGHT

- **संभावना**

  Example: The office is about to close so he might come now.

- **व्यावहारिक या वास्तविक संभावना**

  Example: It might be true.

- **आज्ञा के लिए**

  Example: Might I join you?

- **भूतकाल के अनुमान के लिए**

  Example: She might go for the movies though she doesn't have a ticket.

- **प्रार्थना**

Example: You might help me with my presentation.

- **निंदात्मक प्रार्थना**

  Example: You might need a coffee.

- **झुंझलाहट के लिए**

  Example: He might take you with him.

- **अप्रभावी परामर्श**

  Example: You have failed many times even if you like you may try once more.

SHAN'T

- Promise, you shall not go with him.
- They shall not be back from the date. (no intention)
- He shall not argue with his dad. (no willingness)

WILL

- **वादा**

  Example: I will let you know when mail arrives.

- **इच्छा**

  Example: I will buy an SUV.

- **इरादा**

  Example: We will paint the house ourselves.

- **दृढ़ निश्चय**

  Example: We will complete this project by 12 pm.

- **हट**

  Example: Whatever he wants me to do, I will do it.

- **भविष्यवाणी के लिए**

  Example: She will pass her exam with good grades.

- **आमंत्रण या विनम्र निवेदन**

  Example: Will you go to the dance with me, please?

- **सहमति के लिए**

  Example: If you will help me with chores, I will return your comics.

- **नियोजन व व्यवस्थाओं के लिए**

  Example: The store will reopen on Tuesday.

- **विनम्र निर्देश या आदेश**

  Example: You will present your ideas on this topic.

- **भावी अनुमान**

  Example: They will have fun in Disney land.

WON'T

इसका प्रयोग नकारात्मक रूप में -

- Won't you take me on a date ? (Invitation)
- She won't complete her work till the last moment. (negative deduction)

SHOULD

- **बाध्यता व तर्कसंगत आवश्यकता**

  Example: She should be in class on time.

- **परामर्श**

  Example: You should be more attentive in class.

- **बहुत कम संभावित condition बनते हुए**

  Example: Should you be more polite, when you talk to your mother.

- **क्यों प्रकट करते हुए**

  Example: I do not wish that you should take dance classes.

- **आशा प्रकट करते हुए**

Example: He should be more punctual in class.

- **उद्देश्य प्रकट करते हुए**

  Example: Be careful when you are out at night, lest you should be in trouble.

WOULD

- **प्रकट करते हुए**

  Example: Would that I own a restaurant?

- **'only if' के साथ 'would' का प्रयोग**

  Example: If only he would pay attention to detail.

- **आनिश्चय बनाते हुए**

  Example: He would help if he were asked.

- **इच्छा प्रकट करने के लिए**

  Example: Would you please allow me to leave?

- **दबाव डालने के लिए**

  Example: You signed the contract and you would bear the consequences.

- **संभावना**

  Example: That would be his teacher.

- **इच्छाशक्ति की प्रधानता हेतु**

  Example: I think I would rather like to call it off.

- **कम संभव condition sentences में**

  Example: If I said something, he would have shouted at me.

- **असंभव condition वाक्यों में**

  Example: Had he left early, he would have caught the train.

OUGHT TO

- **नैतिक कर्तव्य**

Example: You ought to take care of your dog.

- **परामर्श**

  Example: You ought to walk daily.

- **आशा**

  Example: They ought to complete the presentation.

- **भूतकाल अनुमान**

  Example: She ought to have reached her office.

- **भूतकाल का अपूर्ण कार्य**

  Example: She ought to have mailed it yesterday.

Needn't

- Absence of obligation or not necessary

  बाध्यता का अभाव या अनिवार्यता नहीं

  Example: You needn't travel by air.

- Past Action neither necessary nor obligatory with needn't perfect infinitive

  भूतकालिक कार्य जिसमें अनिवार्यता नहीं थी:

  Example: You needn't have done it.

Daren't

- **Absence of Courage (सहास का अभाव)**
- Example: He daren't touch me.

Used to

- **Past habits : (भूतकालिक आदतें)**
- Example: I used to exercise daily at a young age.

WORD FORMATION

- एक Part of Speech के शब्द को दूसरे Part of Speech में बदलने और दो शब्दों को जोड़कर एक शब्द (Compound Word) बनाने की विधि को Word Formation कहते हैं।
- प्रत्येक शब्द का उद्गम उसके एक Base Word से होता है। Base Word से अलग अलग प्रक्रियाओं द्वारा अनेक शब्द बनते रहते हैं। अलग -अलग प्रकार के Prefixes, Suffixes एवं Derivatives द्वारा नये-नये शब्द बनते हैं जो अलग- अलग Parts of Speech, Gender या Number के होते हैं। इस प्रकार Noun से Verb, Adjective, Adverb आदि बनाये जा सकते हैं।
- Prefixes (उपसर्ग) शब्दों से पहले जोड़े जाते है और Suffixes शब्दों के बाद में। उनके जोड़ने से अलग अलग प्रकार के शब्द बनते है।
- Suffixes को Conversion Suffixes कहते हैं, क्योंकि इनके जोड़ने से कोई शब्द एक Part of Speech से दूसरे Part of Speech में या एक Kind से दूसरे Kind में बदला जा सकता है।

Primary Words

- जिन शब्दों के आरंभ में कोई Prefix या अंत में कोई Suffix नहीं लगा होता, उन्हें Primary Words कहते हैं।
- इन्हीं Primary Words को विभिन्न नियमों द्वारा एक Part of Speech से दूसरे Part of Speech में बदला जाता है।

Prefix : Pre + fix

- Pre का अर्थ है पहले तथा fix का अर्थ है लगाना अर्थात् पहले लगाना। शब्द का वह भाग (syllable) जिसे Primary Words से पहले लगाकर उसका रूप या अर्थ बदला जाता है, उसे Prefix कहते हैं;

  जैसे :-

  - Fool (Noun) = befool (verb);
  - Large (Adjective) = enlarge (verb);
  - Happy (Adjective) = unhappy (Antonym);
  - Like (verb) = dislike (Antonym)
- Prefix द्वारा Verb एवं Antonyms बनाये जाते है।

Suffix

- **शब्द का वह भाग (syllable) जिसे Primary Words के अंत में लगाकर उसका रूप या अर्थ बदला जाता है, उसे Suffix कहते हैं;**

  जैसे :-

  - Agree (Verb) = Agreement (Noun);
  - Brave (Adjective) = Bravery (Noun)
  - Just (Adjective) = Justify (Verb);
  - Bold (Adjective) = Boldly (Adverb)

- **Suffix द्वारा Verbs, Nouns, Adjectives एवं Adverbs बनाये जाते हैं।**

NARRATION

Narration शब्द का शाब्दिक अर्थ 'कथन' होता है।

Narration दो प्रकार के होते हैं -

1. Direct speech

- **जब कोई व्यक्ति किसी वक्ता (speaker) के statement (बात) को ज्यों का त्यों रखता है तो इसे Direct speech कहा जाता है,**
- EXAMPLE: Ravi said to me, "He will go to college tomorrow.

Direct speech के दो भाग होते हैं

A. REPORTED SPEECH

- **Direct speech का वह भाग जो inverted commas ("... ") के अंदर होता है, reported speech कहलाता है।**
- EXAMPLE: He said, "I am glad you are here."

B. REPORTING SPEECH

- **Direct speech का वह भाग जो inverted commas (" ") के बाहर होता है, reporting speech कहलाता है।**
- EXAMPLE: She said, "I am here to pay my respects."

2. Indirect speech

- **जब कोई व्यक्ति किसी वक्ता (speaker) के 'कथन' मतलब बात को अपने शब्दों या भाषा में कहता, तो वह Indirect speech कहलाता है,**
- EXAMPLE: Ravi told me that he would go to college the next day.

Direct Speech को Indirect में बदलने के नियम

- **Direct Speech से Indirect Speech में परिवर्तन होने पर Inverted Commas हटा दिए जाते हैं।**
- **उसके बाद Reporting Verb का Tense देखते है - यदि Direct Narration में Reporting Verb, Present या Future tense में है तो Indirect में परिवर्तन करते समय Reported Speech के tense में कोई परिवर्तन नही किया जाता है।**

Reporting Verb के Past, में होने की स्तिथि में Tense में इस प्रकार परिवर्तन किया जाता है.

Direct Narration	Indirect Narration
Present Indefinite	Past Indefinite
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Past Indefinite	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	**कोई परिवर्तन नहीं होता**

Past Perfect Continuous	**कोई परिवर्तन नहीं होता**

Future Sentences (Reported Speech) में में इस प्रकार परिवर्तन किया जाता है -

Direct Narration	Indirect Narration
Will / shall	Would / should
Can	Could
May	Might
Could / should / would / might	**कोई परिवर्तन नहीं होता**

3. Indirect Speech में परिवर्तन होने पर Reported Speech के Persons का परिवर्तन-

- **First Person :- Reporting verb के subject के अनुसार बदलता है।**
- **Second Person :- Reporting verb के object के अनुसार बदलता है।**
- **Third Person :- इसमें कोई परिवर्तन नही होता है।**

Person का परिवर्तन करते समय यदि person बहुवचन है तो परिवर्तन बहुवचन के अनुसार होगा। यदि Person, Possessive case में है तो परिवर्तन उसी के अनुसार होगा। Person का परिवर्तन Direct से Indirect में Person का number एवं case नही बदला जाता है।

4. यदि Reporting Verb say, says, will say या said रहे तो Indirect Speech में भी say, says, will say या said ही रहेगी, लेकिन यदि Reporting verb के साथ 'to' लगा हो तो परिवर्तन निम्न प्रकार से होता है -

- say to - tell
- says to - tells
- said to - told

5. Indirect Speech में बदलने पर पर Reporting Verb के बाद सामान्य वाक्यों में that का प्रयोग किया जाता है।

- Direct:-He says, "I am going to Kashmir."
- Indirect:-He says that he is going to Kashmir.
- **Direct से Indirect बनाते समय सबसे पहले यह देखना होता है की Reporting verb का Tense क्या है। यह Present tense है। अत: Reporting Speech के tense में कोई परिवर्तन नही होगा ।**
- **Reporting verb, says है, अत: Indirect में भी says ही रहेगी।**
- **Reported Speech में, I First Person pronoun है जो की Subject (he) के अनुसार बदलकर I का He हो जाएगा और am, verb बदलकर is हो जायेगी।**

- Direct :- She says to me, "You are writing a letter to him.
- 'Indirect:-She tells me that I am writing a letter to him.
- **इस वाक्य में Reporting Verb, says to बदलकर tells हो जायेगी ।**
- **Reported Speech में you एवं him, II एवं III person pronouns हैं। II person pronoun(you)- object के अनुसार बदलता है। अत: object 'me' के अनुसार हो जाएगा , III person pronoun - him में कोई परिवर्तन नहीं होगा।**

6. जब Reporting Verb, Past Tense में हैं तो Reported Speech में आये में परिवर्तन होता है, जैसे -

Direct Narration	Indirect Narration
Today	That day
Tomorrow	The next day / The following day

Yesterday	The previous day
Last week/month/year	The previous week/month/year
The last fortnight	The previous fortnight
The day before yesterday	The day before previous day
This	That
These	Those
Here	There
Now	Then
Ago	Before
Thus	So

Direct-Indirect Narration Tense wise

- **Present Indefinite :-**
  - Direct - He said to me, "I never eat mangoes."
  - Indirect- He told me that he never ate mangoes.
- **Present Continuous:-**
  - Direct – Rahul said to Anuj,"I am watching T.V.
  - Indirect- " Rahul told Anuj that he was watching T.V.
- **Present Perfect:-**
  - Direct - Anjali said, "I have already cooked."
  - Indirect- Anjali said that she had already cooked.
- **Present Perfect Continuous:-**
  - Direct - Sonu said to me, "I have been reading for an hour"
  - Indirect- Sonu told me that he had been reading for an hour.
- **Past Indefinite;-**
  - Direct — She said to Sachin,"I went to Mussoorie last week."
  - Indirect - She told Sachin that she had gone to Mussoorie the previous week

- **Past Continuous:-**
  - Direct - She said to me,"I was waiting for you."
  - Indirect- She told me that she had been waiting for me.
- **Past Perfect :-**
  - Direct — He said to me, "I have completed my work."
  - Indirect- He told me that he had completed his work.
- **Past Perfect Continuous:-**
  - Direct — He said, "I had been playing cricket for two hours"
  - Indirect- He said that he had been playing cricket for two hours.
- **Future Indefinite:-**
  - Direct — Shoaib said to Saurabh,"I shall write a letter."
  - Indirect- Shoaib told Saurabh that he would write a letter.
- **Future Continuous:-**
  - Direct - Kuldip said to Anuj, "Neha will be waiting for you."
  - Indirect- Kuldip told Anuj that Neha would be waiting for him.
- **Future Perfect:-**
  - Direct - Monika said to Akshay, "I will have completed my work."
  - Indirect- Monika told Akshay that she would have completed her work.
- **Future Perfect Continuous:-**
  - Direct - Nisha said to me, "I shall have been reading the book."
  - Indirect- Nisha told me that she would have been reading the book.

यदि Reported Speech में कोई – Universal Truth, Proverb (कहावत), Mathematical fact, Historical fact, Habitual Act, Morality का सन्दर्भ हो तो ऐसे वाक्यों का Reporting Verb Past tense में होते हुए भी इनका Tense नही बदलता है।

Examples:

- Direct-He said, "The sun sets in the west."
- Indirect-He said that the sun sets in the west.

- Direct-The teacher said, "India became Republic on 26th January 1950"
- Indirect-The teacher said that India became a Republic on 26th January, 1950.

- Direct-She said, "Two and two is four"
- Indirect-She said that two and two is four.

- Direct-He said, "London is the capital of the U.K."
- Indirect-He said that London is the capital of the U.K.

ACTIVE AND PASSIVE VOICE

हर वाक्य (sentence) में subject (कर्ता), verb, और object (कर्म) होता है।

- **Active Voice (क्रियावाच्य वाक्य): जब कर्ता (subject) कर्म (object) को करता हुआ दिखाया जाए।**
    - **Example:** Ram is writing a letter.
- **Passive Voice (भाववाच्य वाक्य): जब कर्म (object) कर्ता द्वारा किये जाने को दिखाया जाए।**
    - **Example:** A letter is written by Ram.

Rules for Changing Active to Passive Voice

Rule 1 – Subject and Object Swap

- **Passive में object active वाक्य के subject की जगह लेता है और subject object की जगह।**
- **Example:**
    - Active: Sita reads a book.
    - Passive: A book is read by Sita.

Rule 2 – Main Verb in Third Form

- **Passive में मुख्य क्रिया (main verb) की third form का प्रयोग होता है।**
- **Example:**
    - Active: Esha is singing a song.

- Passive: A song is sung by Esha.

Rule 3 – Use of "by"

- **Passive में subject के पहले "by" का प्रयोग होता है।**
- **Example:**
  - Active: Is Ritika buying a table?
  - Passive: Is a table being bought by Ritika?

Rule 4 – Alternative Prepositions

- **कुछ वाक्यों में "by" की जगह with / to का प्रयोग होता है।**
- **Example:**
  - Active: I know him.
  - Passive: He is known to me.

Rule 5 – Changes in Helping Verb

- **Passive में helping verb active वाक्य के tense के अनुसार बदलती है।**

Helping Verb Changes in Passive Voice

1. **s/es, do/does → is/are**
   - Active: Reena is buying roses.
   - Passive: Roses are being bought by Reena.
2. **is/are → is being / am being / are being**
   - Active: He is completing project A.
   - Passive: Project A is being completed by him.

3. **has/have → has been / have been**
    - Active: He has bought candies from the local store.
    - Passive: Candies have been bought from the local store.
4. **Past simple (did/second form) → was/were**
    - Active: He wrote a letter.
    - Passive: A letter was written by him.
5. **was/were → was being / were being**
    - Active: He was completing his homework.
    - Passive: Homework was being completed by him.
6. **had → had been**
    - Active: He had completed the project.
    - Passive: The project had been completed by him.
7. **will/shall → will be**
    - Active: I will bake a chocolate cake.
    - Passive: Chocolate cake will be baked by me.
8. **will have/shall have → will have been**
    - Active: He will have baked the cake by then.
    - Passive: Cake will have been baked by then.

FIGURES OF SPEECH

Definition:

भाषा में सरलता, नवीनता, माधुर्य और सौंदर्य लाने के लिए figures of speech का प्रयोग किया जाता है।

Types of Figures of Speech

1. Simile (उपमा)

- **दो भिन्न वस्तुओं की तुलना की जाती है, जिनमें कम से कम एक गुण समान हो।**
- **Words used:** as, so, like
- **Examples:**
    - He looked big as an elephant.
    - She sways like a flower in the wind of our song.
    - He fought like a lion.

Note: यदि तुलना एक ही जाति की वस्तुओं में हो, तो वह सिर्फ Comparison होगी, Simile नहीं।

- Example: She is as beautiful as her sister.

2. Metaphor (रूपक)

- **तुलना की जाने वाली वस्तुओं को एक मान लिया जाता है।**
- **No words like as, so, or like are used.**
- **Examples:**
    - People say that eyes are windows to the soul.
    - Books are the mirrors of the soul.
    - The camel is called the ship of the desert.

3. Hyperbole (अतिशयोक्ति)

- किसी बात को **वास्तविकता से अधिक बढ़ाकर या घटाकर** प्रकट करना।
- **Examples:**
    - They build the nation's pillars deep and lift them to the sky.
    - She wept oceans of tears.
    - My school bag weighs a ton.

4. Oxymoron (विरोधाभास)

- **एक ही वस्तु में दो परस्पर विरोधी गुण** एक साथ दिखाए जाएँ।
- **Examples:**
    - This is an open secret.
    - She accepted the kind cruelty of the surgeon's knife.
    - I find nothing more depressing than optimism.

5. Personification (मानवीकरण)

- **निर्जीव वस्तुओं या भावों को सजीव मानकर व्यक्तित्व देना।**
- **Examples:**
    - Experience is the best teacher.
    - Opportunity knocks at the door but once.
    - Love is blind.

6. Apostrophe (सम्बोधन)

- जब **निर्जीव वस्तु या अमूर्त विचार** को संबोधित किया जाए।
- कभी ! का प्रयोग और कभी , का प्रयोग किया जाता है।
- **Examples:**

- Oh! What a noble mind is here overthrown.
- Friend! Why have you left me alone in this place?
- Freedom! I need you so that I may fly free in the open sky.

7. Onomatopoeia (ध्वन्यात्मक शब्द)

- **ध्वनि द्वारा अर्थ व्यक्त करना।**
- **Examples:**
  - I heard the water lapping on the crag.
  - The snake hisses in the grass.
  - Swords clanged and guns boomed.

DEGREES OF COMPARISON

Definition:
किसी व्यक्ति या वस्तु में किसी गुण की मात्रा की तुलना को Degrees of Comparison कहते हैं।

Types of Degrees of Comparison

1. **Positive Degree (पॉजिटिव डिग्री)**
   - **जब Adjective या Adverb अपने सरल रूप में हो।**
   - **Examples:** good, old, fat, big, sweet, strong, slowly
2. **Comparative Degree (कम्पेरेटिव डिग्री)**
   - **जब दो व्यक्तियों या वस्तुओं के गुणों की तुलना की जाती है।**
   - **Examples:** better, older, bigger, stronger, more slowly
3. **Superlative Degree (सुपरलेटिव डिग्री)**

- जब **तीन या अधिक व्यक्तियों या वस्तुओं** के गुणों की तुलना की जाती है।
- **Examples:** best, oldest, biggest, strongest, most slowly

Rules to Change Positive → Comparative → Superlative

Rule 1 – One Syllable Adjectives

- Add **-er** for Comparative and **-est** for Superlative.
- **Examples:**

Positive	Comparative	Superlative
tall (लम्बा)	taller	tallest
great (महान)	greater	greatest
sweet (मीठा)	sweeter	sweetest
brave (बहादुर)	braver	bravest
wise (बुद्धिमान)	wiser	wisest
cheap (सस्ता)	cheaper	cheapest
deep (गहरा)	deeper	deepest
dear (महँगा)	dearer	dearest

Rule 2 – Consonant preceded by a vowel

- **Double the final consonant before adding -er or -est.**
- **Examples:**

Positive	Comparative	Superlative
fat (मोटा)	fatter	fattest
thin (पतला)	thinner	thinnest
hot (गरम)	hotter	hottest
big (बड़ा)	bigger	biggest

Rule 3 – Adjectives ending in Consonant + y

- Change y → i and add -er / -est.
- **Examples:**

Positive	Comparative	Superlative
easy (आसान)	easier	easiest
heavy (भारी)	heavier	heaviest
happy (खुश)	happier	happiest

dirty (गन्दा)	**dirtier**	**dirtiest**

GENDER

Definition:

Gender वह गुण है जो हमें Nouns को उनके लिंग (Sex) के आधार पर पहचानने और अलग करने में मदद करता है।

Types of Gender in English

There are **four kinds of Gender**:

1. **Masculine Gender (पुलिंग)**
2. **Feminine Gender (स्त्रीलिंग)**
3. **Common Gender (उभय लिंग)**
4. **Neuter Gender (नपुंसक लिंग)**

1. Masculine Gender (पुलिंग)

- **Male (नर) जाति का बोध कराने वाले Nouns।**
- **Examples:** Rohan, Horse, Boy, Man, Father, King, Actor, Tiger, Hero

2. Feminine Gender (स्त्रीलिंग)

- **Female (स्त्री) जाति का बोध कराने वाले Nouns।**
- **Examples:** Girl, Woman, Cow, Goat, Queen, Mother, Sister

3. Common Gender (उभय लिंग)

- **ऐसे Nouns जो male या female दोनों को दर्शा सकते हैं।**
- **Examples:** Doctor, Thief, Child, Teacher, Student, Driver, Friend, Parents

4. Neuter Gender (नपुंसक लिंग)

- **ऐसे Nouns जो न तो male हैं और न ही female।**
- **Examples:** Love, Peace, Tree, Book, Pen, Class, Army, Crow, Ant, Bench, School, Watch
- **Notes:**
    - **निर्जीव पदार्थ, छोटे-छोटे जानवर और कीड़े-मकोड़े Neuter Gender में आते हैं।**
    - **Collective Noun, Material Noun, और Abstract Noun भी Neuter Gender के अंतर्गत आते हैं।**

THE SUBSTITUTION TABLE METHOD

Adopted by: H.E. Palmer

Definition:
Substitution means to **replace something with another thing**.
In this method, **words of one sentence are substituted by other words** to simplify language or make it more expressive.

ONE WORD SUBSTITUTION (एकार्थी शब्द)

Definition:
जब किसी शब्द या वाक्य के स्थान पर एक ही शब्द का प्रयोग किया जाए ताकि भाषा अधिक सटीक, प्रभावशाली और आकर्षक बन सके। इसे One Word Substitution कहते हैं।

Examples – Forms of Government

Form of Government	One Word Substitution	Meaning in Hindi
Government by none	Anarchy	अराजकता
Government by the nobility	Aristocracy	श्रेष्ठ जनों के द्वारा राज्य शासन
Government by one man with absolute power	Autocracy	तानाशाही सशक्त
Government by officials responsible only to their chiefs	Bureaucracy	नौकरशाही
Government of the people, by the people, for the people	Democracy	लोकतंत्र
Rule by old men	Gerontocracy	वृद्ध व्यक्तियों का शासन
Rule by one woman or women	Gynocracy	महिलाओं का शासन
Government by a controlling group of people	Hierarchy	सामूहिक शासन
Rule by those in power due to their ability	Meritocracy	योग्यता के अनुसार शासन
Government by a crowd of people	Mobocracy	भीड़तंत्र
Government by a king	Monarchy	राजा का शासन

Rule by one person	Monocracy	एक व्यक्ति का शासन
Government by a few people in power	Oligarchy	अल्प तंत्र
Government by rich men	Plutocracy	धनिक व्यक्तियों का शासन / याधिक तंत्र
Government by many men	Polyarchy	बहुतंत्र
Rule by the military	Stratocracy	सैन्य शासन
Government which regards God as its head and is governed by priests/clergymen	Theocracy	पुरोहितों का शासन

MANIACS (CRAZE)

Mania Type	Meaning	Hindi
Anglomaniac	Craze for English	अंग्रेज़ी के प्रति दीवानगी
Bibliomaniac	Craze for collecting books	पुस्तकों का प्यार करने वाला
Dipsomaniac	Sickly desire for alcohol	शराब की लत
Kleptomaniac	Irresistible desire to steal	चोरी की दीवानगी
Megalomaniac	False impression of being great & powerful	सर्वशक्तिमान समझने की बीमारी

Monomaniac	Unreasonable interest in one idea or area	किसी एक के प्रति दीवानगी
The Maniac	Believes oneself as God	खुद को भगवान समझने की बीमारी

WORDS PERTAINING TO SCIENCES AND ARTS

Term	Meaning	Hindi
Acoustics	Science of sound	ध्वनि विज्ञान
Aeronautics	Science of aviation	एयरोनॉटिक्स
Anthropology	Study of mankind, evolution & customs	मनुष्य जाति का विज्ञान
Archaeology	Study of human antiquities	पुरातत्व विज्ञान
Astronomy	Science of heavenly bodies	खगोल विज्ञान
Astronautics	Science of space travel	अंतरिक्ष विज्ञान
Biology	Science of life & living things	जीव विज्ञान
Botany	Science of plants	वनस्पति विज्ञान

Ceramics	Art of making pottery	मिट्टी के पात्र
Chromatology	Science of colors	रंग विज्ञान
Demography	Study of births, deaths, diseases	जनसांख्यिकी
Elocution	Art of effective public speaking	प्रभावपूर्ण बोलने की कला
Entomology	Study of insects	कीट विज्ञान
Ethnology	Study of human race variances	चरित्र विज्ञान
Etymology	Study of origin & history of words	शब्द व्युपत्ति
Numismatic	Study of coins	सिक्कों का अध्ययन
Ornithology	Study of birds	पक्षी विज्ञान
Orology	Study of mountains	पर्वतों का अध्ययन
Paleography	Study of ancient writings	प्राचीन शिलालेखों का अध्ययन
Rhetoric	Art of elegant speech & writing	प्रभावपूर्ण शब्दों का प्रयोग
Toxicology	Science of poisons	विष विज्ञान

Hypnotherapy	Using hypnosis	सम्मोहन विज्ञान
Naturopathy	Using natural treatments	प्राकृतिक चिकित्सा
Physiotherapy	Using exercise/massage	फिजियोथेरेपी

PHOBIAS

Phobia	Meaning	Hindi
Acrophobia	Fear of height	ऊँचाई से डरना
Hydrophobia	Fear of water	पानी से डरना
Agoraphobia	Fear of public/large/open places	खुले स्थान से डर
Nomophobia	Fear of crowd	भीड़ से डर
Gynophobia	Fear of women	महिलाओं से डर
Bibliophobia	Fear of books	किताबों से डर
Claustrophobia	Fear of being confined	बंद स्थान से डर
Xenophobia	Fear of foreigners	विदेशियों से डर

Bathophobia	Fear of depths	गहराई से डर
Cacophobia	Fear of ugliness	भद्देपन से डर
Gallophobia	Fear of beauty	सुंदरता से डर
Chromophobia	Fear of colors	रंगों से डर
Cynophobia	Fear of dogs	कुत्तों से डर
Pyrophobia	Fear of fire	आग से डर
Dendrophobia	Fear of trees	पेड़ों से डर

KILLING (Types of Homicide)

Killing Type	Meaning	Hindi
Patricide	Killing of father	पिता की हत्या
Matricide	Killing of mother	माता की हत्या
Parricide	Killing of parents	माता-पिता की हत्या
Fratricide	Killing of brother	भाई की हत्या

Sororicide	Killing of sister	बहन की हत्या
Uxoricide	Killing of wife	पत्नी की हत्या
Meriticide	Killing of husband	पति की हत्या
Filicide	Killing of child	संतान की हत्या
Infanticide	Killing of infants	नवजात की हत्या
Foeticide	Killing of foetus	भ्रूण की हत्या
Genocide	Killing of a particular race	किसी जाति का संहार
Homicide	Killing of a man	मानव हत्या
Cannicide	Killing of a dog	कुत्ते की हत्या
Regicide	Killing of a king	राजा की हत्या

ENGLISH PROSE, POETRY, SHORT STORIES & PLAYS

Prose & Essays

Lesson / Essay	Author

Torch Bearers	W. M. Ryburn
The Enchanted Pool	C. Raj Gopalachari
A Letter to God	G. L. Fuentes
The Ganga	Pt. J. L. Nehru
Socrates	Rhoda Power
Our Indian Music (Stories & Anecdotes)	R. Srinivasan
The Fountain	James Russell Lowell
The Nation Builders	R. W. Emerson
The Judgement-Seat of Vikramaditya	Sister Nivedita (Adapted)
My Greatest Olympic Prize	Jesse Owens
The Inventor Who Kept His Promise	Thomas Alva Edison
My Struggle for an Education	Booker T. Washington
The Ant and the Grasshopper	William Somerset Maugham
The Kite Maker	Ruskin Bond
The Variety and Unity of India	Pt. Jawaharlal Nehru
A Dialogue on Civilization	C. E. M. Joad

On an African River	David Livingstone
Pen Pal	Keen (true incident of author's life)
A Girl with a Basket	William C. Douglas
A Fellow-Traveller	A. G. Gardiner
Secret of Health, Success and Power	James Allen
The Home Coming	Rabindranath Tagore
I am John's Heart	J. D. Ratcliff
Women's Education	S. Radhakrishnan
The Heritage of India	A. L. Basham
Character of a Happy Life	Sir Henry Wotton
The True Beauty	Thomas Carew
An Astrologer's Day	R. K. Narayan
The Lost Child	Mulk Raj Anand
A Special Experience	Prem Chand
The Gold Watch	Ponjikkara Raphy
My Heaven	Rabindranath Tagore

Poetry

Poem	Poet
The Psalm of Life	H. W. Longfellow
The Village Song	Sarojini Naidu
Mercy	William Shakespeare (The Merchant of Venice)
The Scholar	Robert Southey
Education of Nature	William Wordsworth (Lucy)
To the Pupils	Henry L. Derozio
O Captain! My Captain!	Walt Whitman
Dover Beach!	Matthew Arnold
Our Casuarina Tree	Toru Dutt
If	Rudyard Kipling
Nightingales	Robert Bridges
The Palanquin Bearers	Sarojini Naidu
The Light of Asia	Sir Edwin Arnold (Life of Lord Buddha)

On His Blindness	John Milton
From "An Elegy Written in a Country Churchyard"	Thomas Gray
A Lament	P. B. Shelley
La Belle Dame Sans Merci	John Keats
From the Passing of Arthur	Alfred Lord Tennyson
Stopping by Woods on a Snowy Evening	Robert Frost
The Song of the Free	Swami Vivekanand

Short Stories / Plays

Story / Play	Author
The Ant and the Grasshopper	William Somerset Maugham
The Kite Maker	Ruskin Bond
The Judgement-Seat of Vikramaditya	Sister Nivedita (Adapted)
Pen Pal	Keen
A Special Experience	Prem Chand

The Lost Child	Mulk Raj Anand
An Astrologer's Day	R. K. Narayan
The Gold Watch	Ponjikkara Raphy
My Greatest Olympic Prize	Jesse Owens

The Merchant of Venice – William Shakespeare

Characters of The Merchant of Venice

Shylock – Shylock is a Jew who lends money to his Christian rival, Antonio, with the security being a pound of Antonio's flesh. When Antonio defaults on the loan due to bankruptcy, Shylock demands the pound of flesh. His decision is fueled by revenge, as Antonio had previously insulted, assaulted, and spat on him in the Rialto (Venice's stock exchange) multiple times, defiled the Jewish religion, and caused him financial losses. Shylock's daughter, **Jessica**, falls in love with Antonio's friend Lorenzo, converts to Christianity, leaves Shylock's house, and steals a large portion of his wealth, further fueling Shylock's rage.

Bassanio – Bassanio is a spendthrift who has wasted much of his wealth but wishes to regain respectability by marrying **Portia**, a wealthy and intelligent heiress of Belmont. In Act I, Scene I, Bassanio appears while Antonio is lamenting his sadness. Bassanio reveals he is in love with Portia and needs a loan to appear wealthy before her. Antonio, though lacking money, guarantees any loan Bassanio can secure. In Act I, Scene III, Shylock lends Bassanio 3,000 ducats for three months, provided Antonio guarantees it, though he doubts Antonio's ships will return in time.

Portia – Portia is beautiful, intelligent, wealthy, and quick-witted. Bound by her father's will, suitors must choose between three caskets – gold, silver, and lead – to win her hand. If a suitor chooses wrongly, he must leave and never marry. Portia favors Bassanio but cannot give him clues. Later, she disguises herself as a man, taking the role of the lawyer's apprentice **Balthazar**, and saves Antonio's life in court.

Antonio - The Merchant of Venice in the play is Antonio. The play is called after him because, though not himself the chief actor, he is the source and centre of the action. The battle of the bond story is fought around him. It is his generosity that starts the casket's story.

Tubal - Tubal is a friend of Shylock, a friend with whom he discusses the plan of revenge. Tubal is ready to place himself at the service of Shylock. Shylock mentions him as "Good Tubal". Yet this 'Good Tubal', while telling Shylock of his search for his runaway daughter, torments him with the account of her extravagance in Genoa.

Launcelot Gobbo - Launcelot Gobbo plays the part of Fool in 'The Merchant of Venice'. But he combines this with the role of servant and messenger. He is sensible enough to be useful on occasions in a menial role and clownish enough to afford diversion in a dull hour. Shylock calls him patch. ("The patch is kind enough"), i.e. the fool who wears a motley.

Lorenzo - Lorenzo is a poet with a great deal of the dreamer and artist about him. He has an artist's soul intensely alive to delight in natural beauty and music. This is well exemplified in his speech in the fifth Act: "How sweet the moonlight sleeps upon this bank", etc. His artistic and refined nature draws him to Jessica whose outer beauty is the index of artistic sensibility within. He seems like the most suitable lover for a girl of Jessica's type.

Gratiano - Gratiano is a constant companion of Bassanio. He is a big talker and Bassanio tells, not with much truth and definitely with some unkindness, that he is the greatest talker of non-sense in entire Venice and that there are two grains (of wisdom) in his two bushels of wheat (talk). But Gratiano is a merry fellow and has a very positive outlook on life. He lays a great store by mirth and cheerfulness.

Nerissa - In Merchant of Venice, Nerissa is still friends with Portia and still her maid in waiting, but in this book, she is more sarcastic, more self-centred, and not as interested in Portia's well-being like in the play, Merchant of Venice.

Jessica - Jessica is the daughter of Shylock, a jewish moneylender, In the play, she elopes with Lorenzo, a penniless Christian, and a chest of her father's money, eventually ending up in Portia and Bassanio's household. In the play's dramatic structure, Jessica is a minor but pivotal role. Her actions motivate Shylock's vengeful insistence on his "pound of flesh" from Antonio;

SOME IMPORTANT WORDS

Lexical word :- एक ऐसा शब्द जिसका अपना एक स्वतंत्र अर्थ होता है। इसे lexical word कहते हैं।

Example:- Lion, Car, White, Love

Ellipses :- An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots.

Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant. They are useful in getting right to the point without delay or distraction:

Full quotation: "Today, after hours of careful thought, we vetoed the bill."

With ellipsis: "Today ... we vetoed the bill."

ellipsis तीन पूर्ण विरामों से बना एक चिह्न है... और इसका उपयोग यह दिखाने के लिए किया जाता है कि वाक्य का हिस्सा गायब है

Realia :- refers to the objects associated with everyday life to be used in the classroom. Using realia in the language class means bringing real objects as teaching aids.

कक्षा में उपयोग की जाने वाली रोजमर्रा की जिंदगी से जुड़ी वस्तुओं को संदर्भित करता है।

भाषा की कक्षा में Realia का उपयोग करने का अर्थ है शिक्षण सहायक सामग्री के रूप में वास्तविक वस्तुओं को लाना ।

Realia is a Tangible Teaching-Learning Aid:

includes coins, newspaper, map, tickets, fruits, vegetables, pamphlets, leaflets.

Phonetics :- Phonetics is defined as the study of the sounds of human speech using the mouth, throat, nasal and sinus cavities, and lungs (i.e, production and perception of sounds).

Syntax :- The study of how words combine to form phrases, phrases combine to form clauses and clauses join to make sentences is known as Syntax.

Phonology :- Phonology is the study of the patterns of sounds in a language and across languages (i.e., how sounds are combined).

Linguistic :- The scientific study of Human language and its structure, including the study of grammar, syntax, and phonetics.

Linguists define grammar as a set of components:

Morphemes :- Morphemes are the minimal units of words that have a meaning and cannot be subdivided further.

Morphology :- The study of forms or how elements are combined to create words

Semantics :- Relating to meaning in language or logic.

Didactic poetry :- Didactic poetry is poetry that usually has a deeper purpose than just telling a story or portraying emotion. It is used to instruct and teach things to the reader. Didactic poetry can also be used to convey morals, purpose or message to its reader.

Reformist :- Trying to improve a system or law by changing it:

Raja Ram Mohan Roy supported English education.

Diphthong :- A diphthong occurs when there are two separate vowel sounds within the same syllable. The word, diphthong, comes from Greek which means "two sounds" or "two tones". It is also known as a "gliding vowel," as in a diphthong, one sound glides into another sound.

Ex - "aw"/"au" - straw, law, saw, cause, haul, author

Homophones :- Homophones are pairs of words that sound the same, but have distinctly different meanings and different spellings. Understanding homophones is an essential part of mastering the English language, both for vocabulary building and spelling.

Ex-for / four :- I purchased four new pairs of shoes for my upcoming vacation.

Abbreviation :- An abbreviation is a shortened form of a word or phrase, such as "Jan." for "January." The abbreviated form of the word "abbreviation" is "abbr."—or, less commonly, "abbrv." or "abbrev." Abbreviation comes from the Latin word brevis meaning "short."

Phrasal Verbs :- Verb 3 Adverb Combination Phrasal Verbs कहते हैं.

Ex – Be Over, Call For Phrasal Verb का अर्थ Original Verb से काफी अलग होता है. जैसे की Ask का मतलब होता है " पूछना" और Ask For का मतलब होता है " मांग लेना " You Can Ask For Anything You Need इस का मतलब तुम्हे जो चाहिए वो मांग लेना.

PASSAGE

Directions (Q.N. 1-5) Read the given passage carefully and answer the questions that follow by selecting the most appropriate option.

Antarctica is an icy continent in the South Pole. It is covered by permanently frozen ground, is surrounded by water and is about 1.5 times longer than the United States of America. The world's largest desert is in Antarctica. 98% of the land is covered with a continental ice sheet; the remaining 2% of land is barren rock. Antarctica has about 87% of the world's ice. The South Pole is the coldest, windiest and driest place on Earth. The coldest temperature ever recorded on Earth was at the South Pole; it reached as low as -128.6 °F or - 88.0°C. On average most of Antarctica gets less than 2 inches of snow each year. Although scientific expeditions visit Antarctica, there are no permanent human residents. This is because of the extreme weather, which includes freezing temperature, strong winds and blizzards. There are about 4000 seasonal visitors to Antarctica. Antarctica hasn't always been located at the South pole. It has drifted, like the other continents and has ranged from the Equator during the Cambrian period, about 500 million years ago to the South Pole. During the time of the dinosaurs, Antarctica was more temperate and housed dinosaurs and many other life-forms. Now there is very little indigenous life.

1. The word 'icy' in the passage is a/an -

(1) noun

(2) adjective

(3) adverb

(4) homonym of 'ice'

ANS: 2

2. The word 'desert' in the passage is a -

(1) noun

(2) pronoun

(3) verb

(4) verbal

ANS: 1

3. The word 'windiest' in the passage is a-

(1) second form of verb

(2) superlative form of adjective

(3) superlative form of adverb

(4) positive form of noun

ANS: 2

4. Has Antarctica always been fixed in the South Pole?

(1) Yes

(2) No

(3) May be

(4) Not given in the passage

ANS: 2

5. Who are the earliest known inhabitants of Antarctica?

(1) American scientists

(2) Indian scientists

(3) Dinosaurs

(4) It has always been a desert

ANS: 3

Directions (Q.Nos. 6-10) Read the given passage carefully and answer the questions that follow, by selecting the most appropriate option.

The first thing which a scholar should bear in mind is that a book ought not to be read for mere amusement. Half educated persons read for amusement, and are not to be blamed for it, they are incapable of appreciating the deeper qualities that belong to a really great literature. But a young man who has passed through a

course of University training should discipline himself at an early day never to read for mere amusement. And once the habit of discipline has been formed, he will find it impossible to read for mere amusement. He will then impatiently throw down any book from which he cannot obtain intellectual food, any book which does not make an appeal to the higher emotions and to his intellect. But on the other side, the habit of reading for amusement becomes with thousands of people exactly the same kind of habit as wine-drinking or opium-smoking; it is like a narcotic, something that helps to pass the time, something that helps to pass the time, something that keeps up a perpetual condition of dreaming, something that eventually results in destroying all capacity for thought, giving exercise only to the surface parts of the mind and leaving the deeper springs of feelings and the higher faculties of perception unemployed.

6. The writer believes that half-educated persons are not able to -

(1) enjoy wine-drinking

(2) enjoy dreaming

(3) think properly

(4) appreciate hidden qualities of admirable literature

ANS: 4

7. The word 'narcotic' in the passage means -

(1) great literature

(2) intoxicant

(3) cheap books

(4) intellectual exercise

ANS: 2

8. The phrase 'the higher faculties' in the passage means -

(1) different departments in the University

(2) different ways of enjoying things

(3) mental powers of a high order for understanding great literature

(4) superficial part of the mind

ANS: 3

9. The word “eventually' in the passage means -

(1) after some time

(2) at last

(3) never

(4) initially

ANS: 2

10. The word 'unemployed' in the passage Means –

(1) jobless

(2) in search of employment

(3) not working

(4) unused

ANS: 4

Directions (Q. Nos. 11-15) Read the given passage carefully and answer the questions that follow by selecting the most appropriate option.

Helicopters are very different from airplanes. They can do three things that airplanes cannot do. First, when airplanes move upward, they must also move forward, but helicopters can move straight up without moving ahead. Second, helicopters can fly backward, which airplanes cannot do. Third, helicopters can use their rotors to hover in the air, which is impossible for airplanes. Helicopters can perform actions that airplanes cannot, they are used for different tasks.

Since helicopters can take off without moving forward, they do not need a runway for take off. They are used in congested areas where there is no room for airplanes or in isolated areas, which do not have airports. Because they can hover, they are used on firefighting missions to drop water on fires. They are used in logging operations to lift trees out of forests. Helicopters are used as air ambulances to airlift patients out of situations, which are difficult to reach by conventional ambulances. The police used helicopters to follow suspects on the ground or to search for cars on the ground. Of course, helicopters have military uses because of their design and capabilities.

11. The word 'congested in the passage means

(1) the place is roomy

(2) the place has no place

(3) the place can be accessed by police vans

(4) the place has so much of smoke due to fire

ANS: 2

12. A helicopter can hover while an airplane cannot, according to the passage.

'Hover' in the passage means

(1) stay at one place in the air

(2) move straight up in the air

(3) go backward in the air

(4) fly sideways

ANS: 1

13. Point out the grammatical category of the word 'perform' in the passage.

(1) Noun

(2) Verb

(3) Adverb

(4) Helping verb

ANS: 2

14. Why is a helicopter used as an ambulance?

(1) Its movement can be manoeuvred easily

(2) It crosses all difficulties of traffic

(3) It reaches the inaccessible places easily

(4) It can fire-fight

ANS: 3

15. Point out the grammatical category of the word 'very in the passage.

(1) Adverb

(2) Adjective

(3) Noun

(4) Verb

ANS: 1

ENGLISH PADAGOGY

Learning and Acquisition

Language can be acquired in two ways:

1. **Language Acquisition**
2. **Language Learning**

1. Language Acquisition

Language acquisition occurs when we learn something **without a systematic or conscious effort**. For example, we learn our **mother tongue** during childhood without knowing grammar rules; this learning happens naturally and subconsciously.

Key Points:

- Acquisition is a **natural process**.
- It is a **subconscious process**.
- Primarily refers to **first language (native language) acquisition**, not a second language.
- Learners acquire knowledge **automatically**.
- **Grammatical rules** are not consciously used.
- Focuses on **practical knowledge**.
- Happens in **informal situations**.
- Main requirement: a **communication-rich environment**.

2. Language Learning

Language learning is a **conscious and systematic process** where learners study **grammar rules and vocabulary**. This method is generally used to learn a **second language**. A teacher's skills and experience significantly influence the learning process.

Key Points:

- ➢ Learning is a **systematic and gradual process**.
- ➢ It is a **conscious process**.
- ➢ Everyone has a **different rate of learning**.
- ➢ **Teacher's knowledge and experience** affect learning outcomes.
- ➢ Learning **modifies existing knowledge, experience, and behavior**.
- ➢ **Motivation** determines the **speed and intensity** of learning.
- ➢ Involves **use of grammatical rules and vocabulary**.
- ➢ Occurs in **formal situations**.

Types of Learning

- ❖ **Motor Learning**
  - ➢ Related to **body movements**.
  - ➢ Examples: Walking, driving, climbing, etc.
- ❖ **Verbal Learning**
  - ➢ Related to **communication methods**.
  - ➢ Examples: Speaking, signs, picture symbols, etc.
- ❖ **Conceptual Learning**
  - ➢ Related to **mental processes**.
  - ➢ Examples: Thinking, reasoning, intelligence, problem-solving, etc.

Theories of Learning and Acquisition

1. Piaget's Concept

- ❖ **Jean Piaget**: Swiss biologist, philosopher, psychologist; called the **father of child psychology**.
- ❖ According to Piaget, **learning begins with adaptation**, achieved through:
  - ➢ **Assimilation** – Integrating new information into existing knowledge.

- **Accommodation** – Modifying existing knowledge to fit new experiences.

- Children collect **small chunks of knowledge** and gradually build **bigger concepts**.
- Children **create their own world of knowledge** from these chunks.

2. Chomsky's Concept

- **Noam Chomsky**: American linguist, philosopher, cognitive scientist, historian, and social critic.
- He proposed that children are born with an **inherited ability to learn language**.
- Every person possesses a **Language Acquisition Device (LAD)** in the brain.
- Children **learn vocabulary**, and the LAD automatically applies **language rules** to form sentences.
- Children **do not need to consciously learn grammar** and sentence structures.
- He emphasized that **language cannot be learned through imitation alone**.

Vygotsky's Concept

- **Lev Vygotsky**: Known as the **foundation of cognitive theory**, later became famous for the **Social Development Theory**.

Key Concepts:

- **MKO (More Knowledgeable Other)**

  - Refers to someone with **better understanding or higher ability** than the learner.

  - No one can be perfect in every area, so MKO varies depending on the task.

- **ZPD (Zone of Proximal Development)**

  - The **difference between what a child can do independently** and what they can achieve **with guidance from a skilled partner**.

  - Highlights the importance of **support and encouragement** in learning.

❖ **Scaffolding**

➢ Temporary support provided by adults or skilled peers to help learners complete tasks initially **beyond their capability**.

❖ **Language and Social Interaction**

➢ Language develops through **social interaction**.

➢ Plays a **critical role in cognitive development**.

❖ **Peer Learning and Collaborative Learning**

➢ Emphasized learning through **interaction with peers** and collaborative efforts.

Concept of B.F. Skinner

- **B.F. Skinner**: Propounder of **Classical Conditioning and Operant Conditioning Theory**.

Key Points:

1. Children learn **language through reinforcement** by associating words with meaning.
2. Behavior is shaped by **consequences of actions** (rewards or punishments).
3. Understanding behavior requires analyzing its **causes and outcomes**
4. Language learning is viewed as a **behaviorist process**, relying on **practice, repetition, and reinforcement**.

Principles of Language Teaching

All language learning involves the processes of **listening, speaking, reading, and writing**. Effective language teaching is based on the following principles:

1. Motivation

- Motivation plays a **crucial role** in language learning.
- Learners should be **encouraged and motivated** to participate actively.

2. Imitation

- Children learn their mother tongue through **imitation**.
- Teachers should provide a **good model of speech**.

- **Audio-visual aids** can enhance imitation and learning.

3. Interest

- Teachers should **generate interest and enthusiasm** among learners.
- Learners pay more attention when they are **engaged and curious**.

4. Co-relation

- Language teaching should be **related to real-life situations**.
- Learners realize the **practical need** for the language, increasing motivation.

5. Accuracy

- Teachers should **insist on accuracy** in all language aspects.
- Learners often **emulate the teacher**, so teachers serve as **role models**.

6. Purpose

- The **purpose of learning** should be defined at the beginning.
- Helps in **designing a suitable course** for learners.

7. Language Patterns as Habits

- Language learning is essentially **habit formation**.
- Listening, speaking, reading, and writing habits should be developed **both consciously and unconsciously**.

8. Oral Approach

- Children **learn to speak before reading or writing**.
- This principle should be applied when teaching **a second or foreign language**.

9. Practice and Drill

- Language learning requires **repetition and practice**.
- Regular **drills** help reinforce habits.

10. Natural Order of Learning

- Natural order: **Listening → Speaking → Reading → Writing**.
- This reflects how children learn their **mother tongue**.
- Teaching should follow this **natural progression**.

11. Multi-Skill Approach

- All **four language skills** should be given **equal importance**.
- No skill should be **overemphasized or neglected**.

12. Selection and Gradation

- Begin from **simple to complex** structures and vocabulary.
- Selection should consider **frequency, teachability, and difficulty level**.

13. Situational Approach

- Teach language in **real-life situations**.
- Mimics the **natural way** children learn their mother tongue.

Role of listening and speaking; function of language and how children use it as a tool

Types of Listening

1. **Discriminative Listening**
    - Develops **very early** in life; most basic form of listening.
    - Focuses on **differentiating sounds**, not understanding meaning.
    - Example: Recognizing tone, pitch, or a particular voice.
2. **Comprehensive Listening**
    - Involves **understanding the messages** being communicated.
    - Requires **vocabulary and language skills**.
    - Fundamental for all other types of listening.

Types of Speaking Situations

1. **Interactive**
    - Includes **face-to-face conversations** and **telephone calls**.

- Alternates between **listening and speaking**.

2. **Partially Interactive**
    - Examples: **Public speeches** or classroom presentations.
    - Audience generally **does not interrupt** the speaker.

3. **Non-Interactive**
    - Examples: **Recorded speeches or radio broadcasts**.
    - Communication is **one-way**, with no immediate feedback.

Role of Listening in Language Development

1. **Development of Listening Skill**
    - Listening is **the first linguistic skill** children develop.
    - Helps students **understand others' thoughts** and meanings.
    - Serves as the **foundation for other language skills** (speaking, reading, writing).

2. **For Pronunciation**
    - Listening helps children **develop correct pronunciation naturally**.
    - Overcomes pronunciation difficulties.

3. **Growth of Vocabulary**
    - Listening **expands children's vocabulary**, enhancing overall language development.

4. **To Grasp Others' Knowledge**
    - Through listening, children **understand the feelings, thoughts, and experiences of others**.
    - Develops comprehension and cognitive skills.

5. **Differentiation of Sounds**
    - Listening helps children **distinguish different sounds**.
    - Improves **listening, reading, and writing skills** simultaneously.

Role of Speaking in Language Development

1. **Speaking Skills**

- Refers to the ability of students to **express their ideas and thoughts** to others.

2. **Helps in Avoiding Hesitation**
    - Many children hesitate to speak in class despite understanding the lesson.
    - **Speaking practice** reduces this inhibition and encourages **confident language use**.

3. **Developing Fluency**
    - Speaking is a key process in developing **language proficiency and fluency**.
    - Regular speaking practice strengthens both **language skills and overall confidence**.

How Children Use Language as a Tool

- Children use language to **communicate thoughts, needs, and feelings**.
- Language helps them **maintain social relationships** and **share cultural knowledge**.
- They apply **previously learned words and sentences** to communicate effectively.
- Using language enhances **thinking abilities** and helps in generating **new ideas**.

Role of Grammar in Learning a Language

- **Grammar is essential** for writing and speaking correctly.
- Language is a **complex system with its own logic**, expressed through grammar.
- Correct grammar gives a speaker or writer **credibility and proficiency**.

Key Functions of Grammar:

1. Helps in **learning correct pronunciation**.
2. Improves **skills of expression**.
3. Enhances **fluency** in a language.
4. Teaches how to **organize and express ideas** clearly.
5. Helps learners write with **correct punctuation, spelling, and language structure**.
6. Supports development of an **effective writing style**.

Methods of Teaching Grammar

1. Inductive Method

- Students **derive rules** by studying examples, experiences, or experiments.
- **Student-centered** method emphasizing **learning by doing**.
- Psychological approach focusing on **active engagement**.

Procedure in Inductive Method:

1. From **example to rule**
2. From **macro to micro**
3. From **specific to general**
4. From **known to unknown**
5. From **tangible to intangible**

2. Deductive Method

- Students are **first taught rules**, which are then illustrated with **examples**.
- **Teacher-centered** method where the teacher explains all rules.

Procedure in Deductive Method:

1. From **micro to macro**
2. From **general to specific**
3. From **unknown to known**
4. From **rule to example**

Challenges of Teaching Language in a Diverse Classroom

1. **Effect of Regional Languages on Children**
    - Regional languages influence students' learning, creating challenges in teaching.
2. **Challenge in Developing Linguistic Skills**
    - Students may struggle to develop language skills due to **regional language interference**.
3. **Challenge of Multiple Languages for Teacher**

- Teaching in an area with a **different language** than the teacher knows can be difficult.

4. **Lack of Child Interest and Aptitude**
    - Some students may **lack interest or motivation** in learning the language, making teaching challenging.
5. **Overcrowded Classes**
    - Large class sizes **reduce teacher effectiveness** and hinder learning outcomes.
6. **Lack of Study Material**
    - Insufficient resources make teaching **more difficult**, especially in a diverse classroom.

Learning Disorders

1. **Dyslexia**
    - A **reading disability**.
    - Children have difficulty **recognizing words, letters, and symbols**.
2. **Dysgraphia**
    - A **writing disability**.
    - Children face **spelling errors**, **poor handwriting**, and difficulties **organizing ideas**.
3. **Dyscalculia**
    - A **mathematics disability**.
    - Children struggle with **problem-solving, number sequences, computation**, and **sense of direction**.
4. **Dyspraxia**
    - Affects **motor skills and coordination**.
    - Children may have difficulty **jumping, gripping a pencil, or speaking clearly**.
5. **Aphasia**
    - A **language impairment**.

- Affects **speech production, comprehension, reading, and writing**.

6. **Dysmorphia**
    - A **psychological disorder**.
    - Children feel some **body parts are smaller or incomplete**, affecting **self-esteem and learning**.

Language Skills

The **four basic language skills** are:

1. **Listening**
2. **Speaking**
3. **Reading**
4. **Writing**

Modes of Communication:

- **Oral** (spoken)
- **Written**

Direction of Communication:

- **Receptive Skills:** Listening and Reading
- **Productive Skills:** Speaking and Writing

1. Listening Skill

- Acquiring language through **listening**.
- Involves **understanding the speaker and grasping the meaning**.

2. Speaking Skill

- Expressing **thoughts and ideas orally**.
- Good speaking skill involves **clarity, confidence, and effective expression**.

3. Reading Skill

- **Understanding written text** and acquiring its meaning.
- Leads to **permanent knowledge**.

Types of Reading:

1. **Recitation** – Reading aloud
2. **Silent Reading** – Reading mentally without speaking

4. Writing Skill

- Expressing **thoughts or ideas in written form**.
- Emphasizes **correct spelling, grammar, and clarity**.
- Helps **stabilize language skills** and ensures accuracy.

Listening Situations

1. **Interactive Listening**
    - Examples: **Face-to-face conversations, telephone calls**.
    - Involves **alternating between listening and speaking**.
    - Provides opportunities to **ask for clarification, repetition, or slower speech**.
2. **Non-Interactive Listening**
    - Examples: **Radio, TV, films, lectures, sermons**.
    - Listener **cannot request clarification or repetition**.
    - Communication is **one-way**.

Speaking Situations

1. **Interactive Speaking**
    - Includes **face-to-face conversations and telephone calls**.
    - Involves **two-way communication**.
2. **Partially Interactive Speaking**
    - Examples: **Giving a speech to a live audience**.
    - Audience **does not interrupt**, but communication is **slightly interactive**.
3. **Non-Interactive Speaking**
    - Examples: **Recording a speech for radio or broadcast**.
    - **No immediate feedback** is possible.

Reading

1. **Silent Reading**
    - Reading **without vocalizing** the text.
2. **Aloud Reading**
    - Reading **the text out loud**.

Evaluation in Language Learning

Definition:

- Evaluation is an **integral and continuous part** of the learning process.
- It is closely linked to **educational objectives** and measures **children's abilities, perception, and learning**.
- **Assessment** is a part of evaluation; it is brief, while **evaluation** is comprehensive.

Importance of Evaluation:

- Helps teachers determine **effectiveness of teaching methods**.
- Shows how successful students are in **learning LSRW skills** (Listening, Speaking, Reading, Writing).
- Helps students identify **areas needing improvement**.
- Aims to **improve scholastic achievement** and develop **life skills and attitudes**.

Steps of Evaluation:

1. Determine **educational objectives**.
2. Organize **learning experiences**.
3. Measure **behavioral changes**.
4. Perform **tests and assessments**.

School-Based Assessment (SBA)

- Conducted **at the school level** by teachers and educators.
- **Child-centred and multi-dimensional** approach.
- Improves **social, physical, emotional, and intellectual development** of children.
- Provides teachers insights into:

- What children have learnt
- How they learn
- Difficulties faced
- Interests and preferences

Types of Assessment

1. **Formative Assessment**
    - Conducted **during the teaching process**.
    - Helps teachers **understand children's learning progress** continuously.
2. **Summative Assessment**
    - Conducted **at the end of a term or year**.
    - Measures overall **learning outcomes**.

Continuous & Comprehensive Evaluation (CCE)

Definition:

- A **school-based evaluation system** covering **all aspects of student development**.
- Focuses on **continuous evaluation** and assessment of **broad learning and behavioural outcomes**.

Components of CCE:

1. **Continuous** – Regular evaluation; child development is a **continuous process**.
2. **Comprehensive** – Covers both **scholastic and non-scholastic areas** (cognitive and non-cognitive abilities).

Aims of CCE:

- Develop **cognitive, psychomotor, and affective skills**.
- Emphasize **thought processes over rote memorization**.
- Make evaluation **an integral part of teaching-learning**.
- Use evaluation to **improve student achievement** and teaching strategies.
- Determine the **effectiveness and social utility** of programs.
- Make teaching-learning **learner-centred**.

Teaching Aids

1. **Audio Aids**
    - Appeal **only to hearing**.
    - Examples: Radio, Tape-recorder, Gramophone
2. **Visual Aids**
    - Appeal **only to sight**.
    - Examples: Blackboard, Textbooks, Charts, Maps, Models, Pictures, Film strips, Slides, Flash-cards, Flannel board
3. **Audio-Visual Aids**
    - Appeal **to both sight and hearing**.
    - Examples: Television, Cinema, Films

Diagnostic and Remedial Teaching

1. **Diagnostic Teaching**
    - **Diagnosis** means “to know the cause”.
    - Identifies **children’s failures, deficiencies, or difficulties**.
2. **Remedial Teaching**
    - Follows diagnosis to **address learning gaps**.
    - Provides **support and interventions** to help children overcome deficiencies.